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**FOOD**

**FOR**

**CHILDREN**



## FOODS FOR GOOD NUTRITION

Does your child eat them every day?

**MILK.**—At least a pint; preferably a quart.

**BUTTER.**—At every meal.

**CEREAL, BREAD, or POTATO.**—At every meal.

**VEGETABLES,** other than potatoes.—At least two daily. One raw or quickly cooked; leafy kinds often.

**FRUIT.**—Once or twice a day. Citrus or other raw fruit or tomatoes daily.

**EGG or MEAT.**—The older child may have both.

**SWEETS.**—In small amounts at end of meal.

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# FOOD FOR CHILDREN<sup>1</sup>

By ROWENA SCHMIDT CARPENTER, *Associate Specialist in Child Nutrition, Foods and Nutrition Division*, and HELEN NEBEKER HANN, *Assistant Home Economist, Economics Division, Bureau of Home Economics*, in cooperation with the Washington Child Research Center

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**I**DEAS ABOUT FEEDING CHILDREN have undergone many changes in recent years. The former tendency to keep children unduly long on a baby diet has given way to the recent practice of supplementing the milk diet early in life with a variety of wholesome foods simply prepared. The diet of the very young child differs from that of the older one mainly in the way the food is prepared and in the amounts served at various ages. Mistaken ideas passed along in families and communities have kept many good foods out of the young child's menu. This is unfortunate because good nutrition is more easily attained on a well-chosen variety than on a limited diet, and better basic food habits are established.

Begin early to give the child a carefully chosen variety of foods at regular mealtimes, and he will gradually form habits of eating that will influence his nutrition throughout life. A strong, healthy body depends upon a wholesome appetite, the right food, and good health habits from the start.

A healthy child who has an abundance of the right kinds of food grows normally and is contented and well developed. (Fig. 1.) His legs are straight and strong, and his weight is satisfactory for his build, height, and age. He has sound teeth, and hair that is glossy, smooth, and not brittle. His skin is clear, and his color is good. He has an alert expression, and bright clear eyes with no dark circles underneath. He is active and has a good appetite for his meals.

<sup>1</sup> A set of eight child-feeding charts, 15 by 23 inches in size, with illustrations in black and white, is for sale by the Superintendent of Documents, Washington, D. C., for 25 cents. Enlargements of most of the photographs that appear in this bulletin illustrate the charts.



## RELATION OF FOOD TO GOOD NUTRITION

The food the child eats must furnish the material for his growth and development and must meet the demands made by his ceaseless activity. Food does this in three ways: By building and repairing all parts of the body, by keeping it healthy and regulating its running order, and by furnishing the energy for work, play, and such internal functions as breathing and the beating of the heart.

## BODY-BUILDING MATERIALS

The building materials required in the construction of the body are proteins, water, and minerals. Children, because they are growing rapidly, must have foods that furnish an abundant amount of these materials.

Proteins are among the most important construction materials, required as they are, not only for muscles and bones, but also for all body tissues and fluids. There are many kinds of proteins in food, some of which can be used more economically than others. Those found in milk, cheese, eggs, and meat are especially valuable for growth. The child needs a liberal supply of some of these so-called efficient protein foods every day during the years of his rapid development.

Water occurring in every living cell makes up about two-thirds of the weight of the body.

Minerals are used in the structure of all body fluids and tissues. In planning the growing child's diet three minerals, calcium, phosphorus, and iron, must have special attention because they are not abundant in all foods. A number of other mineral salts are needed too, but are so likely to be supplied in sufficient quantities in any mixed diet that it is unnecessary to mention them. Calcium and phosphorus are essential for the development of sound teeth and bones, and iron is necessary for red blood cells.

Milk is the best source of calcium and phosphorus. Most fruits and vegetables and meat also contain these two minerals, but are better sources of phosphorus than of calcium. Iron is not so widely distributed nor so abundant in foods; some, especially milk, contain only very small quantities. The foods richest in iron are egg yolk, green vegetables (especially thin green leaves), dried fruits (especially apricots, peaches, prunes, and raisins), some entire grain cereals, and lean meat. Liver, kidney, apricots, and whole wheat seem to be particularly valuable in the formation of red blood cells.

To insure good teeth and bones and to protect health, it is essential to provide enough of these sources of calcium, phosphorus, and iron daily.

## BODY REGULATORS

Substances in food may fulfill more than one function. Water and minerals, because of the part they play in keeping the body in good running order, are often called regulators. Water dissolves food, carries it in the blood stream to be absorbed by cells, and is necessary in the elimination of waste products. Water is essential, too, in the regulation of breathing by keeping the air passages moist, and in the control of the body temperature through perspiration. Some of the minerals assist in the digestion and absorption of food materials and keep the muscles in good tone.

Vitamins are other important regulating substances found in food. They stimulate growth and a good appetite and help to prevent certain deficiency diseases. For example, a generous allowance of the necessary vitamins, together with satisfactory amounts of cal-

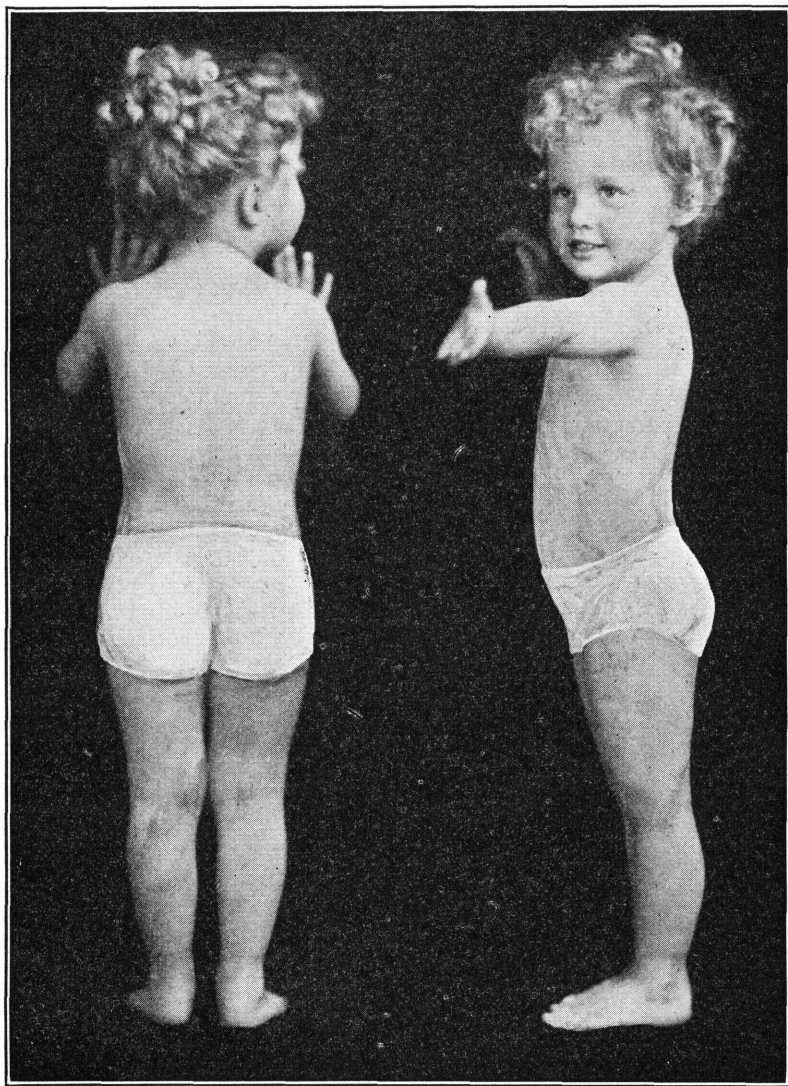


FIGURE 1.—Signs of good nutrition in a 3-year old: Alert expression, bright, clear eyes, sound teeth, straight legs, and a well-proportioned body

cium and phosphorus, will prevent rickets in growing children. In rickets the bone either does not form normally or fails to grow to its full size, and bowed legs, enlarged wrist or ankle joints, beaded ribs, or malformed teeth may result. Conditions described as border-line cases of rickets may appear in children who have had diets

containing slightly less than they need of calcium, phosphorus, or the ricket-preventing vitamin.

Certain other vitamins prevent other deficiency diseases, such as pellagra and scurvy. Conditions bordering on these diseases may occur when the diet is just slightly deficient in one or two vitamins. To be protected from even a tendency towards deficiency diseases and to increase his resistance to common infections, the child must eat some foods rich in vitamins each day. Most foods in their natural state contain at least a small quantity of some of the vitamins. Therefore a varied diet made up of many fruits and vegetables, some of them raw and none of them overcooked, whole milk, butter, eggs, meat, and some entire-grain cereals, provides the child with the vitamins he needs. The list of vegetables and fruits should include green leaves, tomatoes, and citrus fruits often. Even with such variety, cod-liver oil during the winter months is a safeguard to health because it contains the important vitamins that prevent rickets and increase resistance to infections. A child who has little chance to be in the sunshine may need cod-liver oil at other times of the year, but this fact should be determined by a physician.

#### MATERIALS FOR ENERGY

In addition to building and regulating the body, food must provide fuel or material for energy. The child uses some energy just to carry on his internal functions, to breathe, keep his heart beating, and his blood circulating, but he uses much more for vigorous physical activity. All foods furnish some energy, but the most concentrated sources are fats, sugars, and starches. The fuel value of a food or the amount of energy it provides is measured in heat units called calories. The number of calories a child requires daily depends in general upon his size and his activity. Therefore, as children increase in size and weight and become more active, their need for energy foods grows larger. The adolescent boy and girl, because they are changing so rapidly, use more calories in proportion to size than do adults. Children of all ages need extra food when they play actively out of doors, especially in cold weather.

The appetite usually increases with these changing requirements, and most children will eat enough wholesome food to provide the energy they need. It is therefore rarely necessary to figure calories accurately in planning the child's meals. The best practical measure of sufficient calories throughout the growing period is the child's steady gain in weight.

#### FOODS THAT MEET BODY NEEDS

Each of the following foods or groups of foods plays its own definite rôle in meeting the day's requirement for protein, minerals, vitamins, and calories.

##### MILK

Milk is a good starting point in planning the child's daily diet because it is so valuable for growth. Whole milk is usually a fairly good source of vitamins. The butter fat in top milk and cream is an especially good source of one of the vitamins. Both whole and skim milk supply calcium and phosphorus. The proteins of milk are very efficient for growth. Every child should have at least a pint of milk a day. Many child-nutrition specialists recommend a

quart a day to insure sufficient calcium during the years of rapid growth.

Though almost every child likes milk as such, for variety part of his daily allowance may well be used in preparing his food. For cold weather, there are milk and vegetable soups, dilute cocoa, cereal cooked in milk, and hot milk toast. On hot days children like milk sherbets, junkets, cool custards, and chilled milk flavored with fruit juice or vanilla.

Milk is filling, and must not be allowed to crowd out other necessary foods. Lack of appetite is associated with a feeling of fullness in the stomach. If milk to drink seems to impair the child's appetite, it is wise to give it toward the end of the meal, or temporarily to cut down the amount. Drinking it late in the meal rarely interferes seriously with the appetite. In certain cases it may be desirable to use powdered milk or undiluted evaporated milk in cooking in order to provide the milk solids without increasing the bulk of the diet too much.

#### EGGS AND MEAT

Eggs and meat are good building foods. They contain efficient protein and are among the best sources of iron. The yolk of the egg is valuable also for one of the vitamins. Because of this vitamin and iron, egg yolk is one of the very early supplements of milk in the baby's diet. From about the end of the weaning period throughout the preschool years when milk is still an important source of protein, the child needs a whole egg or some meat at least once a day. An older child may have both more frequently. Liver has taken an important place among meats because it is very rich in several vitamins and contains also a large amount of iron.

#### CEREALS, BREAD, AND POTATOES

Cereals, bread, and potatoes are important energy foods because of the large amount of starch they contain. They differ, however, in vitamin and mineral content. Therefore, if potatoes are not included in at least one meal of the day, it is desirable to increase the amount of fresh vegetables or fruit used.

Cereal products differ in minerals and vitamins according to the portion of the grain used in their preparation. The germ portion of the cereal grains contains the vitamin that seems especially valuable in stimulating the appetite of the growing child. It is because of their vitamin and mineral content that entire-grain cereals and whole-wheat bread are recommended for growing children. However, both the kind and amount of cereals and breadstuffs the child should eat depends upon how much potato he takes and upon the variety of his diet in general. Every meal may well include some bread. The child who drinks plenty of whole milk, eats a variety of fruits and vegetables, and gets entire-grain cereals in some form may have the kind of bread he prefers.

#### VEGETABLES AND FRUITS

Vegetables and fruits are valuable in supplying minerals and vitamins, and they also add much to the variety of color and flavor in the menu. An adequate vegetable allowance for a child includes at

least two servings of vegetables each day in addition to potatoes. Because of their vitamin and mineral content the leafy vegetables, spinach, lettuce, endive, chicory, cabbage, Chinese cabbage, chard, Brussels sprouts, broccoli, collards, kale, water cress, dandelion and mustard greens, lamb's-quarters, onions, and the tops of celery, beets, and turnips should have a prominent place in the diet. Thin green leaves, such as spinach, green lettuce, and beet and turnip tops, are richer in iron and in some of the vitamins than bleached, thick leaves such as onion bulbs and cabbage, but all the so-called leaf vegetables and also tomatoes, green beans, green peas, carrots, asparagus, and cauliflower are excellent supplements in food value to tubers and white root vegetables and to cereals and the legumes.

Raw and quickly cooked vegetables are important for good nutrition, since long cooking at high temperature partially destroys the vitamin content of most vegetables. Tomatoes retain their vitamin content when heated, and canned tomatoes are therefore especially valuable when fresh vegetables are scarce. When the season permits, the child's daily diet should include one raw and one quickly cooked fresh vegetable other than potatoes. Leafy green vegetables should be served often when available and tomatoes frequently the year around.

Finely chopped cabbage or celery, grated carrots, chopped lettuce or watercress, and peeled tomatoes may be given raw to most young children. The raw, chopped vegetable, mixed with creamed butter, may be made into small sandwiches for at least one meal a day.

A wide variety of fruits, both raw and cooked, are good for children. Beginning during infancy, the juice or the scraped or sieved pulp of raw, cooked, or canned fruit should be given. The citrus fruits are especially valuable for vitamins and minerals and should appear frequently in the growing child's diet. Tomatoes, really a fruit, are practically interchangeable with citrus fruits in food value. Many child-nutrition specialists advise tomato juice every day that the child does not have citrus fruit of some kind. Bananas are a good vitamin and mineral food, and, if ripe, they may be given to children often. When the seeds of the banana are black and the skin has begun to darken, the pulp is mealy and can be well chewed. For very young children bananas may be baked or the raw pulp mashed. Apples, peaches, apricots, pears, plums, prunes, cherries, and raisins afford plenty of variety in the child's menus. Two fruits a day, at least one raw if possible, aid good nutrition and simplify the dessert problem throughout childhood.

#### SWEETS

Sweets are concentrated fuel foods. They add interest to the diet but must be given with discretion to children. After proteins and other building materials have been supplied, a moderate amount of sweets may be used to advantage to contribute flavor and to provide calories in a form quickly used by the body. As a safeguard to the child's appetite and his good nutrition, he should not be allowed to have sweet things or large amounts of sweets on food either between meals or early in the meal. It is important to establish the habit early of serving sweets only as dessert or immediately after a meal,



and in limited quantities. In this way sweets may become a very good incentive for the poor eater to clear his plate. Given under supervision, suitable sweets for children include raisins, dates, jelly, jam, preserves, raw, ripe, or cooked fruits, simple candies, cake and cookies not too sweet or too rich in fat, custards, puddings, ice cream, fruit sherbets, and other simple desserts.

#### FATS

Fats are the most concentrated body fuels, containing more energy than sweets and starches. Butter and cod-liver oil are good sources also of vitamins. For this reason the child needs butter every day, and cod-liver oil at least during the winter. Since all fats add flavor and contribute energy, some others may well be included in moderation in the child's diet.

#### WATER, BEVERAGES, AND SOUPS

Children need plenty of water and should be encouraged to drink it at a definite time in the morning and afternoon to establish the water-drinking habit. (Fig. 2.)

Every food contains some water. Many beverages and soups are mostly water and contain too little food value to justify the room they take up at meal time in the child's small stomach. This is not true of milk, milk soups, cocoa, and fruit juices, which contain more nourishing materials. However, all liquids are filling and should not be allowed to crowd solid foods out of the diet. Tea and coffee, because they are stimulating and are not nutritious, are unsuitable for children.



FIGURE 2.—Forming the water-drinking habit at nursery school

## PLANNING THE CHILD'S MEALS

## THE VERY YOUNG CHILD

There is one period of childhood that causes special concern to many mothers. It lies between the beginning of the weaning period and the age of about 18 or 20 months, while the milk diet is being gradually changed to the mixed and more solid diet of the family group. At first the baby has fruit juices, cereal gruels, fruit and vegetable purees, and soft-cooked egg, with little meat, sugar, and fat, and no coarse material. To remove the coarse particles from cereals, fruits, and vegetables, these foods are put through a sieve. It is not possible to make a definite statement as to how long beyond the weaning period this sieving is necessary, because children differ in their ability to digest coarse food. Solid foods ought to be introduced gradually, getting away from an entirely liquid or semisolid diet as early as possible. Infant Care and The Child from One to Six, two bulletins published by the United States Department of Labor, give more detailed suggestions for feeding during this transition period.

## THE OLDER CHILD

As soon as the child has passed the sieved-food stage and has become adjusted to a coarser and more solid diet, his food habits are much the same as an adult's. A well-balanced diet supplies him with the essential building and regulating materials and with enough fuel foods to furnish energy for his constant activity. (Fig. 3.) It is not necessary to meet all these needs in one meal, but they ought to be met in the course of the day or at least in the meals of two or three days. A wisely selected variety for the child includes plenty of milk, some eggs or meat, many fruits and vegetables (citrus fruits, tomatoes, and green vegetables often), cereals and things made from cereals, some fats, especially butter, and a limited quantity of simple sweets.

## VARIETY

Early childhood is the best time to introduce a variety of food flavors. There are no food prejudices at birth. Food likes are largely a matter of habit, built up through happy and repeated experiences in tasting. Therefore, strange foods are introduced tactfully, one at a time, and small portions are served until the flavor becomes familiar. Varying the child's early food experiences in this way teaches him the taste of many foods, and develops his willingness to try new things as they are offered.<sup>2</sup>

Variety is obtained not only by using different foods from time to time, but also by preparing and serving them in different ways and by offering them in different combinations. Preparation and combination influence flavor, color, texture, and consistency of the diet quite as much as selection itself, and these four qualities play an important part in making food appetizing and suitable for the child.

Pleasure in meals is often the result of having a favorite food or a combination of flavors that go well together. If a child develops a special fondness for a food because of its flavor, he may have it, of course, but not to the exclusion of other foods. It may be served

<sup>2</sup> Leaflet 42, Good Food Habits for Children.

sometimes along with a food he desires less, as an incentive for him to finish both happily. A mildly flavored dish is enjoyed most when served with one that has more pronounced flavor. Strong-flavored vegetables are better with eggs than with meat, while mild vegetables combine better in a meal with meat.

Colors, too, play their part. Separate foods or certain combinations often appeal so much in color that they influence the desire to eat. There are combinations suitable in food value and in flavor that are not pleasing in color. For example, tomatoes and beets in the same menu appeal less in color than spinach and beets. Since children notice colors, there is an opportunity to teach them to appreciate attractive color combinations in their meals.

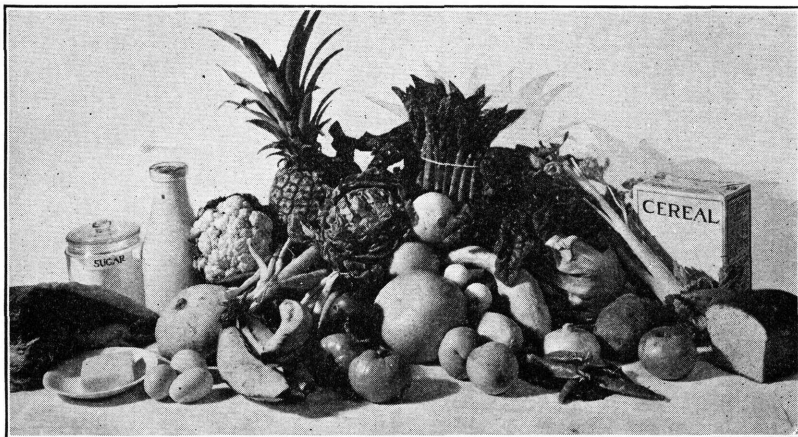


FIGURE 3.—Variety that includes building, regulating, and energy materials

#### CONSISTENCY

The consistency or texture of a food and the form in which it is served may contribute to the variety or monotony of a child's diet. These qualities may also influence a child's ability to feed himself, determine his like or dislike of a food, and play an important part in his tooth development. Texture and consistency are due first of all to the structure of the food itself, though the method of cooking and the size and shape of the pieces prepared for serving may change original characteristics decidedly. For this reason variety can be obtained quite as much through the method of preparing as through the choice of foods.

Vegetables, fruits, and cereals, as well as eggs and meats, lend themselves to so much variety in cooking and in serving that it is unfortunate to make meals monotonous by overworking one type of dish. A very good example of a bad practice of this kind is serving white sauce over every vegetable offered to children, and often combining it also with meat, fish, and hard-cooked eggs. If used occasionally, white sauce adds to the variety of the menu; used too often, it makes every food taste and look the same.



Consistency plays a large part in palatability and also in the ease with which a child can feed himself. To be palatable, rice, potatoes, and mashed vegetables should not be pasty. Creamed dishes should be neither thick and sticky nor too soupy to eat with a fork. Vegetables must not be cut in pieces so small that they are hard for little hands to manage with a fork, nor so large that they are clumsy to eat. Slices or oblong pieces are more easily handled than cubes. The skins of baked fruits and vegetables should either be removed or cut up in small sections easy for the child to eat. Meat or any other food requiring a knife should be divided in small pieces on the young child's plate.

All hard foods such as bread crust and toast, and also meat that has not been ground or scraped, encourage chewing and are valuable for exercising the gums and teeth. Foods of this kind should be given very early in life, but not too often or in such large amounts that eating becomes slow and laborious. Contrast of consistency in the same meal, serving some hard, crisp, or dry foods and some that are soft, makes meals interesting and appetizing.

#### SIMPLE PREPARATION

Simply prepared dishes in which the natural flavor of the food is retained make the most wholesome and attractive meals for children and for adults as well. This does not mean that food should be bland and tasteless in order to be suitable for children. On the contrary, it should be attractive and tasty, since early childhood is the best time to develop an appreciation for pleasing food flavors and good standards of preparation. In homes where the grown-ups have a well balanced diet, not too rich in fat or too highly seasoned, little if any difference is made in preparing for the children. The mother who chooses dishes suitable for the whole family greatly lightens her work of meal planning and food preparation. (Figs. 4, 5, and 6.) Menus and recipes to make this possible are given farther on.

If adults insist on richer, more highly seasoned food than the children should have, it is still not necessary to prepare two different sets of food. In such cases, high seasonings, extra fat, or more sugar may be added after portions have been taken out for the children. Modifications of this kind can be easily made in many meat dishes, in meat and vegetable stews, and in vegetable and dessert cookery. Such a simple practice as giving the children vegetables without rich sauces, or fruit when the dessert is not suitable for them, is often the only kind of adjustment of the family menu necessary.

#### SIZE OF SERVINGS

The size of servings should be determined by the appetite and the needs of the child. Nothing is more discouraging to a little child than too large a serving; nothing is more embarrassing to the adolescent boy than to be chided about the amount he eats.

The capacity of the young child is about one-half or one-third as great as the adult's. Therefore his servings should be small. The amount can easily be modified from experience. In presenting an unfamiliar food, it is best to start with only a teaspoonful and

increase the portion gradually. A serving of two tablespoonfuls of a familiar, well-liked food is plenty at one time. The child may have more if he wants it when he has cleared his plate.

#### REGULAR SCHEDULE FOR MEALS

A regular schedule of three meals a day with the food requirement divided fairly evenly seems to work best for most children. If one meal is slightly larger, it is usually given at midday. Because many children sleep more soundly when the evening meal does not include the heavier foods, any food that seems to interfere with sound sleep should not be given for supper. In following this plan, some mothers make the mistake of giving the younger children too light a meal in the evening. This may make the day's food allowance too small and may even cause the child to awaken early the next morning because he is hungry. It is better to omit any foods that seem to cause restlessness and to give large enough servings of the others to make the last meal of the day adequate.

"Piecing" between meals is a bad practice because it is likely to dull the appetite for regular meals. If extra food is necessary for a very active, rapidly growing child, it must be given at a definite time not too near a regular meal hour. It should be of good quality, and the amount and kind should be chosen to supplement properly the diet for the day. The additional food may consist of orange juice or some other fresh fruit such as an apple or a peach, a small sandwich or a cookie, and a glass of milk. If the appetite is at all spoiled for the next meal, the extra lunches should be discontinued.

#### MENUS

##### BREAKFAST

Breakfast for the young child usually consists of fruit, cereal, toast with butter, and milk. Serving different cereals and fruits, and varying the way the fruit is prepared makes variety possible. Apples may be baked, stewed, made into sauce, or served raw if the pulp is scraped. Ripe bananas, either baked or raw, are good for children. The juice of an orange is refreshing for breakfast and easy for children to take, but orange sections and slices are equally good. Stewed prunes, apricots, or apples are somewhat changed in flavor by adding sliced lemon or oranges during the cooking. Prunes and apricots may be cooked together for a change or fruit flavor.

A strip or two of bacon cooked until crisp and drained of fat may be served occasionally for variety. There is no objection to egg for the child's breakfast now and then on days when he is not having egg for dinner or supper.

##### BREAKFAST SUGGESTIONS

Fruit, raw or cooked. (Oranges, grapefruit, stewed prunes, stewed apricots, apples, ripe bananas, peaches, or other fruits in season except seedy berries.) Cereal with top milk. (Cooked cereals and those containing the germ portion are best.)

Egg or crisp bacon occasionally.

Toast with butter.

Milk to drink.

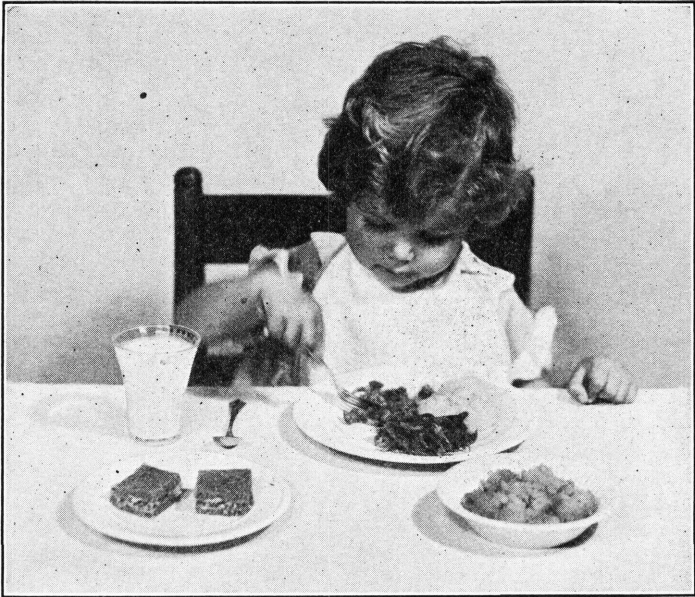


FIGURE 4.—Small servings of the family dinner for the 2-year-old



FIGURE 5.—Moderate-sized servings of the family dinner for the 6-year old



## DINNER

The slogan for every busy mother should be "One Menu for All." Even dinner, the main meal of the family, can easily be adjusted to the needs of the children if the menu consists of wholesome food simply prepared.

The illustrations (figs. 4, 5, and 6) show children of three ages enjoying the family dinner: Broiled meat ball, buttered string beans, baked potato, bread and butter, lettuce, milk, and baked apple. The size of servings meets the needs of the individual child.

The 2-year old (fig. 4) has small portions. To make eating easy for her, the baked potato and baked apple are removed from the skin and mashed, and the meat ball is divided in small pieces. The midday meal for the young child is usually slightly larger than the other meals. Serving the main protein dish for dinner makes the principal difference between dinner and supper.

The 6-year old's demands are met by moderate portions (fig. 5), while the 10-year old with his hearty appetite and large needs for the building and fuel foods requires very generous servings. (Fig. 6.)

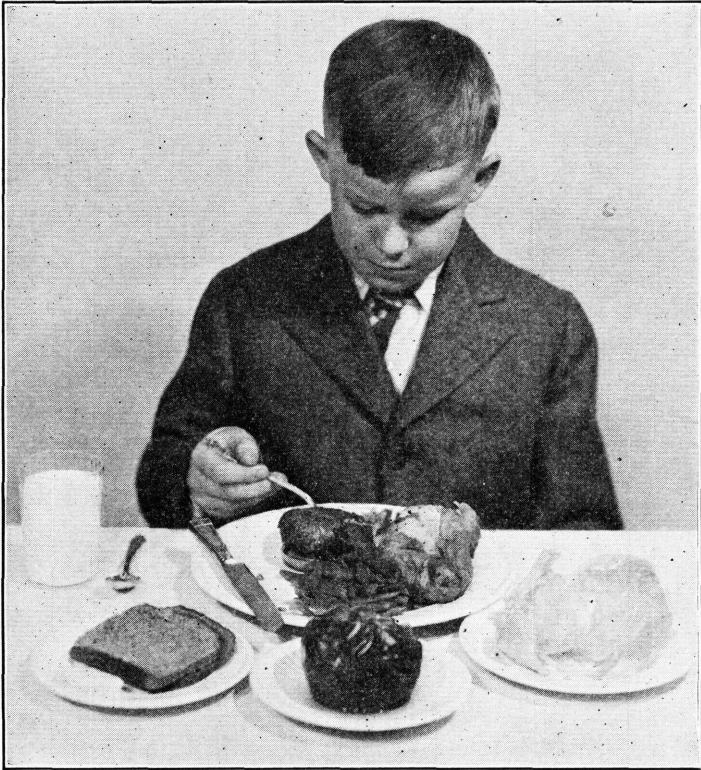


FIGURE 6.—Very generous servings of the family dinner for the 10-year old

The following menus are suitable for children but might well be served to the whole family. Recipes for some of these dishes are found on pages 16 to 21. Other suitable recipes are in Aunt Sammy's Radio Recipes Revised, and in department leaflets on meat, egg, and rice cookery.

These menus are not intended to suggest the preparation of a different dessert for dinner and supper on the same day, for this is of course not practicable or desirable in the busy household. There is no reason why the dessert or any other dish may not be repeated if it is something that keeps well and that will be appetizing when served again.

## DINNER MENUS FOR EARLY CHILDHOOD

(Food from the family meal)

Creamed egg.	Omelet.
Buttered asparagus.	Creamed mixed vegetables.
Grated carrot sandwich.	Lettuce sandwich.
Milk.	Milk.
Raspberry flummery and cookies.	Fruit cup and gingerbread.
Broiled liver.	Beef broiled on toast.
Stuffed baked onion.	Stewed tomatoes and celery.
Scalloped potato.	Toast.
Water cress sandwich.	Milk.
Milk.	Creamy rice with apricots.
Sliced orange.	
Scrambled eggs.	Casserole of chicken with brown rice.
Creamed cabbage.	Scalloped tomatoes.
Peanut butter and chopped celery sandwich.	Panned okra.
Milk.	Bread and butter.
Chocolate cornstarch pudding.	Milk.
	Ice cream.
Broiled lamb chop.	Liver and rice loaf.
Baked Hubbard squash.	Carrots in parsley butter.
Finely cut cabbage and mayonnaise.	Apple salad.
Bread and butter.	Bread and butter.
Milk.	Milk.
Baked prune whip.	Quick blueberry pudding.
Meat and vegetable stew.	Lamb roast.
Buttered new peas.	Baked potato.
Toasted rolls.	Buttered peas and carrots.
Milk.	Chopped lettuce and parsley sandwich.
Pear, raw ripe, stewed, or baked.	Milk.
	Sliced peaches, fresh or canned.
Baked halibut.	Rib roast of beef.
Summer squash.	Mashed potatoes.
Sliced ripe tomatoes.	Swiss chard or other greens.
Bread and butter.	Bread and butter.
Milk.	Milk.
Tapioca cream.	Baked apple.

## SUPPER

Supper for even the young child includes vegetables and fruits to make sure that his mineral and vitamin allowance for the day is covered. (Fig. 7.) The former cereal-and-milk supper for this period lacked flavor and variety. Also with it there was difficulty in providing adequately the vitamin and mineral needs and getting the child to eat enough food to last him until breakfast time. To prevent early awakening from hunger, the child must eat an adequate amount of substantial food for his supper.

## SUPPER MENUS FOR EARLY CHILDHOOD

(Food from the family meal)

Baked potato and bacon.	Potato puff.
Fresh tomato and lettuce.	Buttered string beans.
Bread and butter.	Bread and butter.
Milk.	Milk.
Muskmelon.	Sliced ripe banana.
Diced potato with parsley sauce.	Brown rice.
Baked beets.	Buttered kale.
Bread and butter.	Milk.
Milk.	Stewed dried apricots.
Lemon sponge with custard sauce.	Oatmeal cookie.
Sieved Lima beans with bacon.	Scalloped egg plant.
Baked tomato.	Prune and cottage cheese salad.
Bread and butter.	Bread and butter.
Milk.	Milk.
Apple brown betty or apple sauce.	Broiled peaches, fresh or canned.
Milk vegetable soup.	Creamed fish with vegetables.
Scalloped cabbage and apples.	Buttered toast.
Buttered toast.	Milk.
Milk.	Peach or apple tapioca.
Raisin cup cake.	
Creamed spinach on toast.	Cream of potato soup.
Cottage cheese on lettuce leaf.	Toasted rolls.
Bread and butter.	Celery and cooked beet salad.
Milk.	Milk.
Fresh strawberries and sponge cake.	Baked custard.
Spaghetti with tomato sauce.	Poached egg on toast.
Celery hearts.	Creamed cauliflower.
Bread and butter.	Toast.
Milk.	Milk.
Pineapple custard.	Fruit gelatin.

## RECIPES

The recipes in the following pages have been chosen because they are suitable for children. Since all these dishes may be served to the whole family, the amounts suggested are sufficient for five or six persons. Many other recipes suitable for children are found in Aunt Sammy's Radio Recipes Revised and in department leaflets on meat, egg, and rice cookery.

## EGGS

Young children are usually given poached, soft-cooked, or coddled eggs, but there is no reason why they should not have eggs prepared in other ways. Children enjoy eggs scrambled, hard cooked and served with white sauce, or made into omelets, and such dishes are good for them. Eggs or mixtures containing a good deal of egg must be cooked slowly at a low temperature so that they will be tender when done. Recipes for preparing a number of egg dishes are found in Leaflet 39, Eggs at Any Meal.

## MEAT, POULTRY, AND FISH

The small amount of meat given to young children should be tender and easy to chew. Tender cuts may be chosen, or the less tender cuts prepared to make them so. Tender cuts are broiled or oven roasted without moisture; the less tender ones need slow cooking at a low temperature with moisture.<sup>3</sup> Grinding meat in a food chopper or cutting it in small pieces, as in preparing stew and scalloped dishes, makes meat easy for children to eat.

Liver, which should be given occasionally on account of its particular nutritive value, needs special care in its preparation. After the connective tissue is removed, liver should be cooked at a very moderate temperature to prevent toughening. To make it easy for young children to chew liver thoroughly, it should be cut very fine for them, either after it is cooked or before, as in preparing scalloped liver or loaf.

Children are fond of combinations of rice or vegetables and meat, and of creamed or scalloped meat, chicken, or fish. These are very good methods of using left-overs, and of providing children with the small amount of protein they need in addition to that of milk and egg.

## BEEF STEW WITH VEGETABLES

1½ pounds beef, rump or round.	3 cups diced potatoes.
¼ cup flour.	2 cups diced carrots.
2 onions, chopped.	Salt.
1 quart water.	2 tablespoons chopped parsley.

Wipe the meat and cut it in inch cubes. Try out the fat in a skillet and add the meat, which has been rolled in the flour, and the chopped onion. Cook and stir until browned. Then transfer the meat and onions to a kettle. Add the water, after first pouring it into the skillet so as to get full benefit of the browned-meat flavor.

<sup>3</sup> Leaflet 17, Cooking Beef According to the Cut, and Leaflet 28, Lamb as You Like It.

Cover and simmer about one hour. Add the vegetables, and cook until they are tender. Season with salt and sprinkle the top with the parsley after the stew is placed in the serving dish.

## LIVER AND RICE LOAF

½ cup rice.	1 cup chopped celery.
4 cups boiling water.	¾ cup chopped parsley.
1 pound sliced liver.	2 tablespoons flour.
2 tablespoons butter or other fat.	1 cup tomatoes, canned or fresh.
1 small onion, chopped fine.	2 teaspoons salt.

Cook the rice in boiling water until tender. Do not drain, but let the rice absorb the water so as to form a sticky mass which will act as a binder for the loaf. Wipe the liver with a damp cloth and remove the skin. Sprinkle the liver with salt and flour and cook in the fat in a skillet for about three minutes. Remove the liver and grind or chop it very fine. Cook the onion, celery, and parsley in the drippings for a few minutes, add the flour and tomatoes, and stir briskly until thickened. Then mix all the ingredients until thoroughly blended, form into a loaf with the hands on parchment paper, place on a rack in an open roasting pan. Bake for about 30 minutes in a moderate oven (350° F.).

## CREAMED FISH WITH VEGETABLES

1 pound fish—cod, halibut, or salmon.	4 tablespoons butter.
1 quart milk.	¾ cup flour.
2 cups diced potatoes.	2½ teaspoons salt.
1 cup diced carrots.	1 tablespoon chopped parsley.
1 finely chopped onion.	

Simmer the fish in a small quantity of water about five minutes. Drain and remove the skin and bones and flake the fish. Cook the potatoes and carrots until tender and drain. Mix the flour with a small quantity of cold milk, and stir into the heated milk to which the onion, salt, and butter have been added. Cook until thickened. Add the vegetables and the fish, cook for a few minutes longer, sprinkle a little parsley over the top, and serve. If canned fish is used, it does not need the preliminary cooking.

## VEGETABLES AND FRUITS

A number of vegetables and fruits may be served raw, with all of their natural flavor and food value retained. They are sometimes cooked to increase their palatability or digestibility for children and sometimes simply to add variety to the diet. In any method of preparation care should be taken to conserve as much of the food value as possible. The tendency in the past was to overcook vegetables. Long cooking at a high temperature destroys some of the valuable vitamins. Some methods of cooking extract the natural juices which contain minerals that must not be drained away. For these reasons fruits and vegetables should be cooked only long enough to make them tender, in the smallest amount of moisture desirable, and the cooking liquid should be saved and served. Mild-flavored vegetables can be steamed or baked without added moisture, or cooked in a small amount of milk or water which is served with them. Strongly flavored vegetables are often more palatable if cooked in a large amount of water to dilute their flavor, but such surplus cooking liquid can be used in soups or



sauces. White or cream sauce for vegetables is made from a combination of milk and the vegetable juices extracted in cooking or drained from the can or jar.

Baking, casserole cooking, and scalloping are good methods because they retain all of the nutritive value and flavor of the food. Vegetables and fruits that have a heavy skin to hold in the steam lend themselves especially well to baking. Sweet potatoes, potatoes, tomatoes, winter squash, eggplant, onions, apples, pears, and bananas are examples. Only simple seasonings are needed, such as a little butter and salt for the vegetables, or a little sugar for the fruit if it is tart, though other materials are sometimes added to vary the flavor.

When the structure of the fruit or vegetable makes baking in the skin unsuitable, the casserole or baking dish with some moisture added is a good substitute. Turnips, celery, cauliflower, and cabbage are frequently scalloped. For variety such vegetables as potatoes, onions, and eggplant that can be baked whole are pared, cut up, and scalloped.

The flavor and texture of some vegetables and fruits make pleasing combinations when cooked together. For instance, apples may be scalloped with carrots, cabbage, or sweet potatoes. Other good combinations are stewed tomatoes and okra, tomatoes and finely cut celery, carrots and peas, celery and peas, and carrots and turnips. Some of these vegetables are especially good creamed, either alone or together. A recipe for creaming four vegetables as one dish is given below. It may be adapted to other vegetable combinations, and offers an attractive way of using small amounts of several kinds of vegetables.

Vegetable, egg, and milk combinations make an excellent main dish for the child. Corn pudding and carrot custard are familiar basic recipes that can be varied by using fresh asparagus, diced turnips, or any other vegetable that has enough flavor to give the dish character.

#### STEWED TOMATOES AND CELERY OR CABBAGE

1 quart canned tomatoes.	1½ teaspoons salt.
2 cups cut celery or cabbage.	2 tablespoons butter or other fat.

Simmer the tomatoes and the celery together for 20 minutes, or until the celery is tender. Season with salt and fat and serve. This is an excellent way to use the other stalks of celery that are less desirable for serving raw. Or, after the tomatoes have cooked alone for about 15 minutes, add finely shredded cabbage instead of the celery. Cook the tomatoes and cabbage together for from 5 to 10 minutes, add the seasoning, and serve at once.

#### SCALLOPED CABBAGE AND APPLES

2 quarts shredded cabbage.	2 to 4 tablespoons butter or other fat.
1 quart tart sliced apples.	1 teaspoon sugar.
2 teaspoons salt.	1 cup buttered bread crumbs.

Place alternate layers of the cabbage and apples in a greased baking dish. Season each with salt and fat and sprinkle the sugar over the apples. Spread the buttered crumbs over the last layer. Cover, and bake in a moderate oven for 45 minutes, or until the cabbage and apples are tender. Remove the cover toward the last of the baking so that the crumbs can brown. Serve from the dish.

## CREAMED CABBAGE

3 cups milk.	4 tablespoons flour.
1½ quarts finely shredded or chopped cabbage, packed.	4 tablespoons melted butter. 1 teaspoon salt.

Heat the milk and cook the cabbage in it for five minutes. Add the blended flour and butter and the salt. Cook for about five minutes longer and stir constantly. The cabbage retains its delicate flavor and color.

## STUFFED ONIONS

5 large mild onions.	2 tablespoons chopped parsley.
3 tablespoons butter or other fat.	2 cups bread crumbs.
1½ cup chopped celery.	1 teaspoon salt.

Skin the onions, cut in half crosswise, simmer in salted water until almost tender, and drain. Remove the centers without disturbing the outer layers and chop fine. Melt two tablespoons of the fat in a skillet, add the chopped onion, celery, and parsley, and cook for a few minutes. Push the vegetables to one side, melt the remaining fat and add to it the bread crumbs and salt, and then combine with the vegetables. Fill the onion shells with the stuffing, put in a baking dish, cover, and bake in a moderate oven



FIGURE 7.—Supper includes vegetables and fruits even for the very young child

for about 30 minutes, or until the onions are tender. Remove the cover from the baking dish during the last of the cooking so that the onions will brown on top.

#### CREAMED MIXED VEGETABLES

1 cup diced potatoes.	2 tablespoons melted butter.
1½ cups diced carrots.	2 tablespoons flour.
1 cup diced turnips.	1½ teaspoons salt.
2 cups finely chopped cabbage.	1 cup milk.

Cook the potatoes, carrots, and turnips in three cups of boiling water until almost tender. Add the cabbage, allowing about five minutes for cooking. Prepare a sauce of the melted butter, flour, salt, and milk. Cook until thickened and stir this sauce into the vegetables. Cook a few minutes longer, until the desired consistency is reached, and then serve.

#### CARROT OR TURNIP CUSTARD

3 eggs.	1 teaspoon salt.
1½ cups grated raw carrot or turnip.	3 tablespoons melted butter or other fat.
3 cups milk.	

Beat the eggs slightly, add the carrot and other ingredients, pour into a greased baking dish, place on a rack in a pan of hot water, and bake in a moderate oven for about one hour, or until the custard is set in the center. Serve at once.

#### BAKED BEETS

3 bunches, or 6 cups diced beets.	2 tablespoons butter.
2 tablespoons water.	1 teaspoon salt.
2 tablespoons sugar.	

Wash, pare, and dice the beets. Place them in a casserole, add the water, sugar, butter, and salt. Cover and put the casserole in a moderate oven for one and a half to two hours. Stir the beets occasionally while cooking, and when tender serve from the dish.

#### DESSERTS

Raw, stewed, or baked fruits served alone, in fruit-cup mixtures, or stewed-fruit combinations, offer many possibilities for children's desserts. Fruit mixed with cereal and served with top milk or thin cream makes a good dessert. Puddings made of rice, tapioca, or bread are often flavored with fruit. Cornstarch, rice, and bread puddings flavored with a little chocolate, cocoa, or caramel are popular with children. Cereal puddings of this kind, custards, milk sherbets, and simple ice creams provide good means of including milk in the diet if there is difficulty in getting children to drink it. Eggs, sometimes not welcome alone, may be worked into such desserts as tapioca cream, prune whip, rice and bread puddings, floating island, and a number of gelatin desserts. Any milk and eggs used in preparing the child's food should be counted as a part of his day's allowance.

#### BAKED PEARS

Wash the pears, cut in half, core, and place in a baking dish. Sprinkle with sugar and a little salt, dot with butter, add a very little water, cover, and bake in a moderate oven. As soon as the fruit becomes soft, remove the cover so that the sirup will cook down. Serve hot or cold, with or without cream.

## CREAMY RICE WITH APRICOTS

- |                      |                                     |
|----------------------|-------------------------------------|
| ½ cup rice.          | ½ cup sugar.                        |
| 1 cup boiling water. | 2 cups chopped fresh fruit or dried |
| 1½ cups milk.        | fruit soaked and cooked.            |
| ½ teaspoon salt.     |                                     |

Cook the rice over direct heat in the cup of boiling water. When the water has been almost absorbed put the rice in a double boiler, add the milk, salt, and sugar. Cover and cook until the rice is tender. Mix the rice and fruit and when chilled serve with top milk or cream. Canned grated pineapple gives an excellent flavor.

## BREAD PUDDING

- |                          |                         |
|--------------------------|-------------------------|
| 1 quart milk.            | 2 tablespoons butter.   |
| 2 cups dry bread crumbs. | 1 cup seedless raisins. |
| ½ cup sugar.             | 1 teaspoon vanilla.     |
| ¼ teaspoon salt.         | 3 eggs.                 |

Scald the milk, bread crumbs, sugar, salt, and butter in a double boiler. Pour some of the hot mixture into the beaten eggs, reserving two whites for the meringue. Combine all the other ingredients, pour into a greased baking disk, and set in a pan of hot water. Bake in a moderate oven (350° F.) for about one hour, or until the pudding is firm in the center. When the pudding has partly set, stir well so the raisins will be scattered through the pudding rather than at the bottom of the dish. To make the meringue add two tablespoons of sugar to each well-beaten egg-white, and add a dash of salt and vanilla. Cover the pudding with the meringue and put in a very moderate oven (about 325°) for 15 to 20 minutes, or until lightly browned. Serve hot or cold, garnished with bits of tart red jelly.

## APPLE BROWN BETTY

- |  |                                   |
|--|-----------------------------------|
| 2 quarts pared and cored diced tart apples.                      | 1¼ cups sugar.                    |
| 1 quart bread crumbs (oven toasted until crisp and light brown). | 1 teaspoon cinnamon.              |
|  | ¼ teaspoon salt.                  |
|  | ¼ cup melted butter or other fat. |

Grease a good-sized baking dish and place in it a layer of crumbs, then a layer of apples, and some of the sugar, cinnamon, and salt, which have been mixed together. Repeat until all the ingredients are used, saving sufficient crumbs for the top. Pour the melted butter or other fat over the top layer of crumbs, cover, and bake in a moderately hot oven for 45 minutes, or until the apples are soft. Toward the last remove the cover and allow the top to brown. Serve hot with cream or top milk.

## RASPBERRY FLUMMERY

- |  |                                 |
|--|---------------------------------|
| 2 cups of raspberry juice from canned or cooked fresh raspberries. | 3 tablespoons cornstarch.       |
| ½ cup sugar (if juice is unsweetened.)                             | ¼ teaspoon salt.                |
|  | 1 or 2 tablespoons lemon juice. |

Heat the raspberry juice in a double boiler, add the sugar, cornstarch, and salt, which have been thoroughly mixed, stir until the mixture thickens, cover, and cook for 15 to 20 minutes. Remove from the stove, add the lemon juice, beat well, pour into a serving dish, and chill. Serve with cream or top milk.

### POINTERS FOR PARENTS

Remember that the food the child eats makes a difference in his growth and development and his fitness for life. (Fig. 8.)

Be sure that his diet includes all the materials necessary for good bones, sound teeth, and other needs.

Start when he is an infant to teach him to like a wide variety of wholesome foods.

Stimulate his appetite by good health habits.

Serve him carefully planned, well-prepared meals at regular hours.

Watch his development closely and have periodic medical examination so that if he is not growing normally or keeping healthy, medical attention may be given in time.

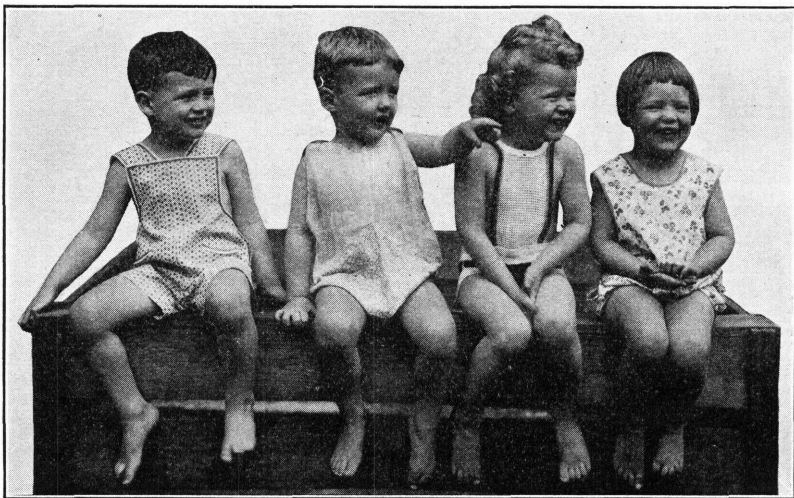


FIGURE 8.—Happy, healthy, well nourished

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